

The Third Wave.

Alvin Toffler.
New York:

William Morrow Company, Inc., 1980.

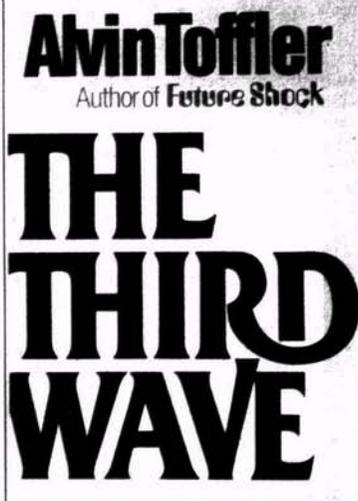
—Reviewed by Arthur J. Lewis, Professor of Education, College of Education, University of Florida, Gainesville.

A decade ago Alvin Toffler coined the phrase "Future Shock" to describe the psychological impact of an abrupt collision with a future that arrives sooner than we expect. Introducing future shock as a concept has influenced our thinking about social change. The title of Toffler's new book, *The Third Wave*, describes the turbulence which surrounds us as we move into a post-industrial society.

Toffler is not the first to recognize that the industrial age is giving way to a new form of society. In 1972, Bell described the coming of a post-industrial society that would be information centered and marked by a shift from production to service jobs.¹ Developments over the last eight years confirm Bell's predictions. Masuda observed in 1975 that we are in an information revolution centered on computers and communications technology that "will have a far more decisive impact on human society than the 'power' revolution resulting from the invention of the steam engine."²

Toffler views history "as a succession of rolling waves of change and asks where the leading edge of each wave is carrying us." He focuses on the discontinuities in history, the break points. The first wave of change was the agricultural revolution and the second the industrial revolution. Toffler builds his metaphor: "The collision of wave fronts creates a raging ocean, full of clashing currents, eddies, and maelstroms." For example, the revolution in Iran can be viewed as the turbulence accompanying the nation's move from an agricultural to an industrial society. Observe the turbulence in the U.S. for the last 15 years or so, as it moves to a post-industrial society.

As a wave front rolls across a society, old institutions change and new ones emerge. Toffler identifies the nuclear family, the factory-style school, and the giant corporation as the defining social institutions of all second wave societies. Educators will be particularly interested



in Toffler's analysis of the ways in which schools changed to prepare children for factory life. "Built on the factory model, mass education taught basic reading, writing, and arithmetic, a bit of history, and other subjects." Beneath the overt curriculum "lay an invisible or 'covert curriculum' that was far more basic. It consisted—and still does in most industrial nations—of these courses: one in punctuality, one in obedience, and one in rote, repetitive work" (p. 45).

Educational historians will be quick to point out that forces other than the industrial revolution helped shape today's schools. Viewing history through the lens of wave-front analysis focuses on the discontinuities and leads to an oversimplified view of change unless it is coupled with other ways of viewing history. This does not, however, diminish its value as a tool in studying change, particularly at the major break points in history.

Toffler believes we are entering such a break point. He argues that the entire civilization of the industrial age taken together, "along with its institutions, technologies, and its culture . . . is now disintegrating under an avalanche of change as the Third Wave, in its turn, surges across the planet." Crises in the family, in schools, in big corporations are viewed by Toffler as symptoms of "the final, irretrievable crisis of industrialism. And as the industrial age passes into history, a new age is born" (p. 131).

Four major growth areas will characterize this new age. Electronics and computers form one such interrelated cluster. Toffler illustrates the reduction in the cost and energy used by computers with the arresting quote from Computer World Magazine—"If the auto industry had done what the computer industry has done in the last 30 years, a Rolls-Royce would cost \$2.50 and get 2,000,000 miles to the gallon." The space industry forms the second cluster of growth areas. A third area will be a push into the depths of the sea to "help break the back of the food problem" and provide many vital minerals. With information on genetics doubling every two years, the gene industry is the fourth major growth area forecast by Toffler.

Individuals concerned with helping people to-live effective lives in the 21st century, and that includes all educators, will gain valuable insights from this book. As Toffler observes, "the cross currents created by these waves of change are reflected in our work, our family life, our sexual attitudes, and personal morality." Toffler adds that in our personal lives and in our political acts we "are essentially either Second Wave people committed to maintaining the dying order, Third Wave people constructing a radically different tomorrow, or a confused, self-canceling mixture of the two" (p. 33). If the impact of the Third Wave on schools is comparable to that of the Second Wave, educators need to be in the vanguard of the "Third Wave People."

¹ Daniel Bell, *The Coming of Post-Industrial Society* (New York, Basic Books, 1973).

² Masuda, "Automated State Vs. Computopia: Unavoidable Alternatives for the Information Era," in *The Next 25 Years: Crisis and Opportunity*, eds. A. Spekke and A. Andrew (Washington, D.C.: World Future Society, 1975), p. 360.

Grants for the Arts.

Virginia P. White.
New York:
Plenum Press, 1980.

—Reviewed by Robert A. DiSibio, St. Joseph's University, Philadelphia, Pennsylvania.

A splendidly written capitulation, *Grants for the Arts* is both practical

yet pedagogically exhilarating. A well-grounded emphasis on the historical evolution of the arts permeates the text lending credibility to present grant support for the arts as evidenced by agencies as the National Endowment for the Arts, the National Endowment for the Humanities and other agencies on the federal, regional, state, and local levels. This is further affirmed by the plethora of printed materials associated with the arts.

White's publication extensively examines a three-prong grant application process, yet reminds the reader that "word of mouth" may be the most reliable source of assistance in acquiring a grant subsidy. However, White says, "Beware of whose word and whose mouth."

All Our Children Learning: A Primer for Parents, Teachers and Other Educators.

Benjamin S. Bloom.
New York:

McGraw-Hill Book Company, 1980.

—Reviewed by John Myers, Tennessee Tech University, Cookeville, Tennessee.

Any person concerned with the future of education in general, and the ideas of Benjamin Bloom in particular, will find *All Our Children Learning* well worth reading. Well organized and clearly written, this short text pulls together many of the major writings, lectures, and presentations of one of the major figures in education today.

Dealing in depth with such topics as learning during the early years, the need for more empirical research, mastery, peak experiences, and evaluation, the book is indeed a Bloom primer, and should be of high interest to all concerned with education in the 1980s. Available from McGraw-Hill for \$14.95.

Managing Student Behavior Problems.

Daniel Linden Duke, with
Adrienne Maravich Mechel.
New York:

Teachers College Press, 1980.

—Reviewed by Herman Howard, Fairfax County Public Schools, Alexandria, Virginia.

Most educators are searching for an approach to establishing more effective discipline. This book is unique in that it describes a systematic framework while emphasizing possible solutions to the

student behavior problems with a humane approach.

The author immediately identifies realistic objectives clearly aimed at institutional reorganization as a necessary element for improving discipline. Emphasis is placed on a systematic management plan for school discipline, the need for a collaborative approach by parents and school officials in establishing the plan.

Of primary value for secondary administrators and teachers, the book presents a basic approach to discipline which has merit for elementary administrators also. Available from Teachers College Press for \$10.95.

People, Law, and the Futures Perspectives.

Betty Barclay Franks and
Mary Kay Howard.
Washington, D.C.:

National Education Association, 1979.

—Reviewed by Dennis Van Avery, Dean of External Programs, Westminster College, Salt Lake City, Utah.

Franks and Howard, pioneers in incorporating a futures perspective within the secondary school curriculum, have prepared this interdisciplinary unit around two emerging concerns, "law related education" and "future studies."

The book is divided into five parts: "Changing People: Changing Law," "Rights: Yesterday, Today, and Tomorrow," "The Law: Futures Responsive or Crisis Responsive," and discussions of crime and justice in the future. It provides a practical example of how to implement a futures perspective in the context of today's classroom practices. Available from NEA for \$2.95.

Continuing Learning in the Professions.

Cyril O. Houle.

San Francisco, California:
Jossey-Bass Publishers, 1980.

—Reviewed by Philip D. Porter, formerly Coordinator of Social Studies with Horry County School District, Conway, South Carolina; now a student at the University of South Carolina School of Law.

In response to growing criticism of the professions, Houle presents an in-depth analysis of the concept of professionalism using 17 specific professions as his backdrop. He details professionals' need to keep their skills at a peak by presenting a roadmap through the mass of studies and other literature on continuing professional education.

Though efforts to assess skills and keep professionals abreast of developments are admittedly imperfect, the emphasis of the book is not on programs themselves but on how the need for continuing skills development can be internalized and how professionals can best be helped to maintain and increase their skills. Available from Jossey-Bass for \$15.95.

Youth Employment and Public Policy.

Edited by Bernard E. Anderson
and Isabel V. Sawhill.

Englewood Cliffs, New Jersey:
Prentice-Hall, Incorporated, 1980.

—Reviewed by Fred Rodriguez, University of Kansas, Lawrence, Kansas.

Clearly, youth unemployment is a major national problem. Less certain are its magnitude and distributional impact. The writers of this well-documented, compact book consider the relative impact of such contributing factors as immigration, the baby boom, the attitudes and lifestyles of the unemployed, job availability, wages, and more.

What stands out most starkly in all the data is the high and growing incidence of joblessness among minority youth, especially those from low-income families or inner city neighborhoods. Administrators, classroom teachers, and counselors, at all levels, will agree about importance of the issues raised, but will find few suggestions for how best to respond.

Project Head Start: A Legacy of the War on Poverty.

Edited by Edward Zigler
and Jeanette Valentine.
New York:

The Free Press, 1979.

—Reviewed by Verne Peters, Fontbonne College, St. Louis, Missouri.

The founders of the first compensatory education program, Head Start, have compiled a compelling case for its continuation in this comprehensive, encyclopedic progress report. The report is sure to be required reading for professionals in the field of early childhood education, including those presently working with 400,000 Head Start children. Widely publicized, Head Start has worked more often than it has failed. Data compiled over ten years show improved health, socialization, academic scores, and, significantly, the critical importance of parents as partners in the educational process. \$22.50.

Administrative and Staff Relationships in Education: Research and Practice in IGE Schools.

Edited by James M. Lipham and John C. Daresh.

Madison, Wisconsin:

Wisconsin Research and Development Center for Individualized Schooling, 1979.

—Reviewed by Marjorie E. Souers, Indiana University-Purdue University at Fort Wayne, Fort Wayne, Indiana.

For an educator who is seeking a brief, thorough overview of IGE as an educational system, Chapter I of this monograph is suggested. Unless the reader is engaged in IGE research, however, the remaining chapters and abstracts will prove to be of limited interest. Even for those wishing to replicate the studies, descriptions of the procedures used are not always presented in sufficient depth.

In the preface the editors state: "Many of the research findings also possess powerful implications for the extension and application of IGE concepts and practices in middle, junior, and senior high schools." These powerful implications are not readily discernible to the reader; implications are generally restricted to refining the multiunit IGE elementary school. Available for \$6.50 from Center Document Service, 1025 West Johnson Street, Madison, WI 53706.

Teaching Styles as Related to Student Achievement.

David L. Silvernail,

Washington, D.C.:

National Education Association, 1979.

—Reviewed by Michael L. Mazzaresse, AT&T Long Lines, Bedminster, New Jersey.

Interested in what research says about teaching styles and student achievement? If so, David Silvernail's 40-page report for the National Education Association is a good primer. This report is intended for the practical application of research findings for the classroom teacher. The bibliography is up-to-date and a good basis for further study.

While the author emphasizes the Flanders Interaction Categories, he barely mentions more recent techniques and totally ignores research that indicates the interrelation of teaching and learning styles as they affect student achievement. Available for \$1.25 from NEA Order Department, The Academic Building, West Haven, CT 06516.



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